


## Implementing and Using CCSS-Aligned Performance Tasks for Learning

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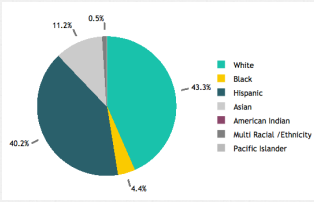
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## Des Plaines District 62

- Approximately 5,000 students in grades Pre-K – 8
- Eight elementary schools, two middle schools, one K-8 school, one ELC
- Approximately 400 certified teachers



| Ethnicity                | Percentage |
|--------------------------|------------|
| White                    | 43.3%      |
| Black                    | 40.2%      |
| Hispanic                 | 11.2%      |
| Asian                    | 4.4%       |
| American Indian          | 0.3%       |
| Multi Racial / Ethnicity | 0.5%       |

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## Our Purpose for Performance Tasks

- To benchmark assess our students' writing abilities
- To demonstrate an increase in rigor and expectations to both teachers and students
- To prepare students for assessments that utilize multiple texts, including videos
- To meet expectations of CCSS and PARCC

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### CCSS and PARCC Expectations

| CCSS Shift 2   | PARCC Components   |
|--|--|
| <ul style="list-style-type: none"> <li>Reading and writing grounded in evidence from text, literary and informational</li> </ul> | <ul style="list-style-type: none"> <li>Literary Analysis Task</li> <li>Research Simulation Task</li> <li>Narrative Task</li> </ul> |

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### Development of PT's

- District-wide Common Core Committee
- Reviewed performance tasks already created in other states
  - These provided a model as a foundation for the remaining tasks created by CCSS Committee
- Identified rubric to be used for each grade level and genre
- Created spreadsheet to record students' scores
- K-2 tasks were translated for bilingual students

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### Task Sample – 3<sup>rd</sup> Grade

Reading Informational Texts and Informative Writing Performance Post Assessment

**OBJECTIVE:** Analyze and evaluate writing performance assessment with the Delaware Writing Rubric. Use this information to design writing instruction.

**Standards:**

- Students will determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.3.2)
- Students will write informative pieces on topics or texts, supporting a point of view with reasons and information. (W.3.2)
- Students will use text features and search tools to locate information relevant to a given topic efficiently. (R.3.5)
- Students will use information gained from illustrations and the words in a text to demonstrate understanding of the text. (R.3.7)
- Students will compare and contrast the most important points and key details presented in two texts on the same topic. (R.3.9)
- Students will recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (W.3.8)

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**Task Details:**

- **Duration of administration:** Four class periods across two days
- **Materials needed:**
  - "Interesting Facts about Sharks" and "Facts About Sharks" articles
  - Booklet from Reading A-Z Sharks
  - All videos on <http://www.childrenoftheearth.org/shark-information-kids/shark-videos.html>
- **Task Directions:**
  - Task One: Read "Interesting Facts About Sharks" and take notes.
  - Task Two: Read "Facts About Sharks" and take notes.
  - Task Three: Watch videos two times and take notes.
  - Task Four: Write an informative essay to answer the prompt.
- **Post Prompt: Compare and contrast hammerhead and whale sharks.**

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**Introduction:**  
Take a few minutes to introduce the whole of the assessment to the students. It might sound something like:

"You're going to have a chance over four class periods to show off your powers as researchers and informational writers. You will have the opportunity to study articles and a video

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DISTRICT 62 GRADE 3

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about sharks. Your job is to figure out the similarities and differences between two sharks- the hammerhead and whale sharks. You'll get a chance to study this information and really develop some ideas about sharks. After you've studied this information, you'll have a chance to write an informative essay, in which you will compare and contrast the two sharks.

We will study sharks for several days. First, you will have a chance to read some articles about sharks. After reading, you will take notes that will help you answer the prompt. In the third class, you'll have a chance to watch the video twice. After watching it the second time, you will write a summary identifying the main idea and details of the video.

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**Facts about Sharks**  
by Susanna Batchelor



My name is Susanna Batchelor and I am a scientist from England. I dive with sharks to learn more about them. I have dived with many different types of sharks all over the world.

There are about 400 different types of sharks. Many of them are named after the way they look or where they live. For example, the hammerhead shark has a head shaped like a hammer: the whale shark is as big as a whale, and the reef shark lives on coral reefs. Sharks range from a few centimeters to many meters in length. And they eat all sorts of different foods - from tiny plankton, to fish, to larger mammals like seals.

I have collected some interesting facts about two different kinds of sharks - hammerhead sharks and whale sharks.

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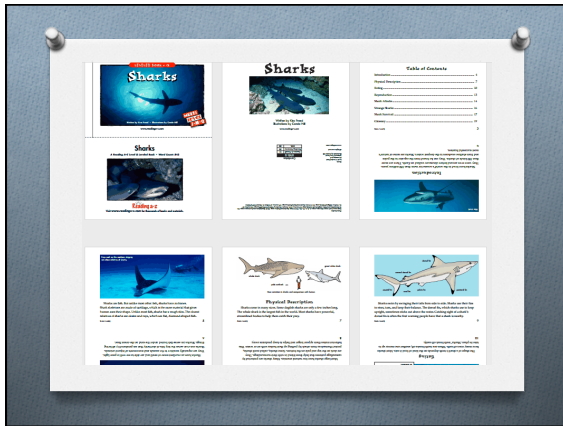
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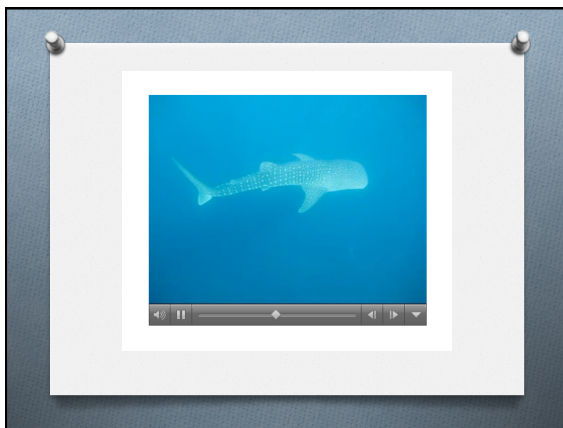
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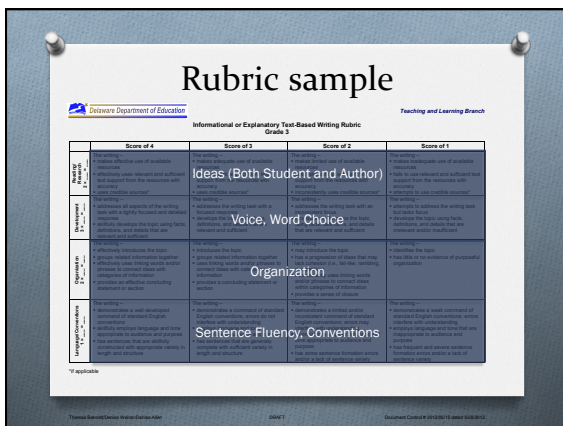
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### Data Collection

| Student Name | WINTER PRE-ASSESSMENT |             |              |             |             | WINTER POST-ASSESSMENT |             |              |             |             | Total Growth |
|--------------|-----------------------|-------------|--------------|-------------|-------------|------------------------|-------------|--------------|-------------|-------------|--------------|
|              | Read/Research         | Development | Organization | Lang./Conv. | Total Score | Read/Research          | Development | Organization | Lang./Conv. | Total Score |              |
| Victor       | 4                     | 6           | 4            | 2           | 16          | 5                      | 5           | 6            | 2           | 18          | 2            |
| Julie        | 3                     | 3           | 2            | 3           | 11          | 4                      | 4           | 4            | 3           | 15          | 4            |
| Cheyenne     | 4                     | 9           | 4            | 2           | 19          | 5                      | 5           | 3            | 3           | 16          | -3           |
| Adam         | 6                     | 9           | 4            | 3           | 22          | 6                      | 6           | 9            | 3           | 24          | 2            |

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- ### Common Components of all Performance Tasks
- Standards are aligned and identified in teacher directions
  - Lists of materials and locations are provided
  - Timeline identified
  - Multiple texts and a video, except for Narrative tasks
  - Suggested teacher prompts

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- ### Implementation – Year 1
- Introduced to Administrators and Teacher Leaders
  - Identified assessment windows for administration of each genre
    - The first set of tasks developed served as pre-tests
  - Developed a FAQ document for administration guidelines, accommodations and modifications
  - Conducted inter-rater reliability sessions for each genre
  - Gathered feedback and revised tasks

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## Implementation – Year 2

- Reviewed procedures for administration with teachers
- Developed additional tasks to be used as post tests
- Revised curriculum maps to align with task administration and genre focus

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## Implementation – Year 3

- Working on providing authentic opportunities for students to use technology.
- <https://sites.google.com/a/d62.org/3rd-grade-info-pre/>

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## What Can I Do Now?

### Teachers...

- Identify a rubric aligned to a genre and CCSS.
- Identify three pieces of text (one video) on the same topic.
- Using the CCSS for your grade level, develop a question students will respond to based on reading.
- Be prepared to teach through the task.

### Administrators...

- Bring to teachers and/or Instr. Serv. Dept.
- Determine if this is a priority right now.
- Create a plan of how to develop tasks, whether guiding teachers through the process individually, or creating common assessments.

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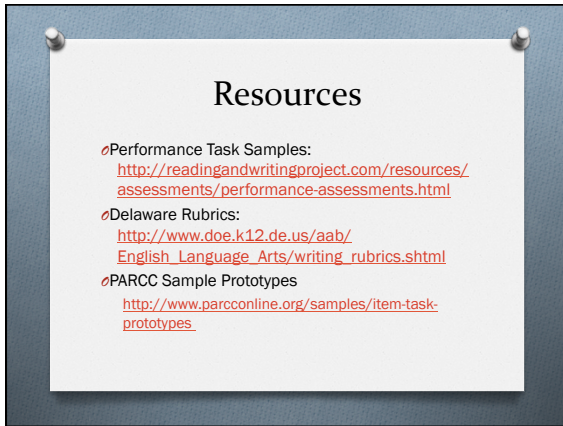
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**Resources**

- Performance Task Samples:  
<http://readingandwritingproject.com/resources/assessments/performance-assessments.html>
- Delaware Rubrics:  
[http://www.doe.k12.de.us/aab/English\\_Language\\_Arts/writing\\_rubrics.shtml](http://www.doe.k12.de.us/aab/English_Language_Arts/writing_rubrics.shtml)
- PARCC Sample Prototypes  
<http://www.parcconline.org/samples/item-task-prototypes>

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